FUNCTIONAL BEHAVIORAL ASSESSMENTS & BEHAVIOR INTERVENTION PLANS



SUPPORTING POSITIVE BEHAVIOR IN ALL STUDENTS

Externalizing Behavior examples:

Internalizing Behavior examples:

Hitting

Biting

Tantrums

Self-injurious behavior

Throwing items

Inappropriate language

Isolation from peers

Avoidance

Withdrawal

Preoccupation with certain interests

Challenging behaviors can be problematic if it occurs in excess
 Examples: complaining to a teacher
 perseveration on a topic

Challenging behaviors can be problematic if they are deficits

Examples: difficulty requesting help infrequent self-control

 Regardless of the type, the challenging behavior becomes problematic when it interferes with the learning environment of that student or of other students

 Behavior difficulties can keep students from functioning productivity in class

IDEA2004 states that the relationship between behavior and learning must not only be considered, but acted upon.

When a student's behavior disrupted your classroom, how have you responded?

TIME TO SHIFT THE FOCUS

The Reactive & Punitive Model

Where the focus is on applying negative or punitive consequences in order to make the student stop engaging in a problem behavior.

Focus is on what the student is doing wrong and resorts to aversive coercive or punitive strategies to reduce problem behavior.

The Proactive and Instructional Model

Where the focus is on teaching the students more productive replacement behaviors rather than referring the students to other services or removal from the environment.

FUNCTIONAL BEHAVIORAL ASSESSMENT

"FBA"

a comprehensive and individualized, problem solving process that addresses challenging behavior

 An FBA looks beyond the form of the behavior (what it looks like, what it sounds like) and focuses on identifying what causes and maintains the behavior (the function)

WHAT DOES "FUNCTION" MEAN?

Form of Behavior vs. Function of Behavior

All behavior serves a specific function, or purpose.

Students learn to behave in ways that satisfy a need **or** that result in a desired outcome or "pay-off".

• Remember... the form of behavior (what the behavior looks like or sounds like) among many students may be similar **BUT** the purpose, or "function", of the behaviors may be very different.

Example:

Heather and Terri both make inappropriate comments to the teacher. However, Heather is seeking peer attention while Terri is trying to escape using a negative teacher-student interaction. Both students engage in the same behavior, the behavior serves a different function for each student.

TWO COMMON MISCONCEPTIONS ABOUT BEHAVIOR

1.) Student's behavior is always attributed to a student's disability.

Example:

This student hits himself because he is autistic.

That student is aggressive because she has an emotional or behavioral disability.

2.) Students engage in problem behavior deliberately and willfully due to laziness, stubbornness, or disobedience.

Behavior occurs in contexts, not students. By context, that is the variables that contribute to the behavior, such as antecedents and consequences.

Example:

Josh is not a lazy student; rather, Josh will tear up his paper when he is given a writing assignment.

If problem behaviors are viewed as occurring in students,
 it is logical to try to change the student.

If problem behaviors are viewed as occurring in context,
 it becomes logical to change the context.

"Behavior change occurs by changing environments, not changing people."

GETTING TO THE ROOT OF THE PROBLEM

- Students will only change their behavior ONLY when it is clear that a
 different response will more effectively and efficiently result in the
 desired outcome.
- Reactive procedures, such as suspending each student as a
 punishment for inappropriate behavior, will only address the symptoms
 of the problem, and will not eliminate the student's desire for what it is
 they want or what they want to get away from.



When de-weeding a garden, one must pull the entire root out of the ground to prevent the weed from growing again. If the top of the weed is cut, but the root remains, the weed may temporarily disappear, but it will likely return.

THE SAME IS TRUE FOR BEHAVIOR!

We must address the function, or the "root", of the behavior in order to develop instructional strategies and supports to eliminate behaviors that interfere with successful classroom performance.





- Identification of the events, times, and situations that predict when the problem behaviors will and will not occur
- 3. Identification of the consequences that maintain the problem behaviors
- 4. Development of one or more summary statements of hypotheses

When there is an agreement about

these factors that appear to maintain the problem behavior,

a **BIP should be developed** to be used by the

teachers and support staff.

BEHAVIOR INTERVENTION PLAN

"BIP"

a specific plan of action that designs effective behavior interventions to teach the student more acceptable behavior(s) to replace the inappropriate behavior

 A BIP's purpose is to teach the student more acceptable behaviors that meet the same function, or purpose, as the inappropriate behaviors previously exhibited.

THE FBA PROCESS

WHEN SHOULD YOU CONDUCT A FBA?

- An FBA and BIP should be completed when a student's behavior is sufficiently disruptive that it interferes with his or her learning or the learning of others.
- Best practice is to complete an FBA before a behavior issue escalates to a point where discipline procedures such as suspension or expulsion are used.

• Disciplinary Removals that Constitute a Change in Placement

If disciplinary removals constitute a change in placement (removals that cumulate to more than ten school days in a school year)

or if a disciplinary removal occurs under special circumstances

(e.g., weapons offense, drug offense, or serious bodily injury inflicted on someone),

the Local Education Agency (LEA) must convene a meeting to determine whether the student's conduct in question was caused by, or had a direct and substantial relationship to the student's disability

(i.e., manifestation determination)

IF THE STUDENT'S IEP TEAM DETERMINES THAT THE STUDENT'S BEHAVIOR...

was a manifestation of his/her disability

- An FBA and BIP are required (IDEA 34 CFR §300.530 [f])
- The team must meet within 10 school days of developing the plan to review the data, complete the FBA, and develop a BIP
- If a BIP already exists, the team will need to meet to review and modify the plan

was not a manifestation of his/her disability and the behavior is a recurrent problem

 An FBA and BIP should still be completed

(IDEA 34 CFR §300.530 [f])

 If a BIP already exists, the team will need to meet to review and modify the plan • Removals that **DO NOT** Constitute a Change in Placement

If a student is exhibiting behavior that is consistently disruptive and has already resulted in some type of disciplinary action or removal that cumulates to at least five days, it is recommended to go ahead and conduct an FBA and develop a BIP.

If the school is considering any type of discipline-based change of placement and/or the behavior is judged to be related to the child's disability, then an FBA MUST be conducted and a BIP MUST be implemented prior to considering the change in placement.

If a BIP was already in place, it MUST be reviewed prior to considering the change in placement.

• Disciplinary Removals for <u>Special Circumstances</u>

School personnel may remove a student to an interim alternative educational setting (IAES) without regard to whether the behavior is determined to be a manifestation of the child's disability if the student has committed a weapons violation, drug violation, or inflicts serious bodily injury upon another person.

(IDEA 34 CFR §300.530(g))

When a student returns to their home school from the alternative setting, the team should meet to discuss the transition and to review the BIP and make any necessary modifications to ensure the BIP is appropriate for the setting.

WHO SHOULD CONDUCT AND PARTICIPATE IN AN FBA?

- A successful FBA requires a team approach comprised of the persons who know the student best.
- As with other collaborative efforts, building-level administrative support, parental involvement, and student input (when appropriate) are also essential to a successful outcome.

 Persons responsible for conducting an FBA will vary from school to school Those person(s) designated as facilitators are no more responsible for the evaluation and implementation than any other team member.

Personnel who may fulfill the role of FBA Facilitator may include:

Special Education Teacher

General Education Teacher

Guidance Counselors

School Psychologists

Intervention Specialists

School Administrators

Behavior Analysts
North Dakota Department of Public Instruction

HOW LONG IS A FBA CONSIDERED VALID?

• Determining whether an FBA is considered "valid" or "current" is not a function of the amount of time that has passed.

Instead, it depends upon whether the results of the FBA have been used to make socially meaningful changes for the student.

- The function of the behavior that was identified in the FBA may change over the course of a day, week, month, year, etc.
- An FBA is no longer considered "valid" if the results of the FBA fail to result in intervention strategies that produce positive results.
- Review the FBA at least annually

To ensure the FBA is current:

Review the FBA at least annually

Determine if the FBA addresses the current problem behavior that is occurring

Is the hypothesis statement, regarding the function of the behavior, still appropriate

*If the answer is "no" to either one of the above statements, the team should conduct another FBA to help develop a more appropriate BIP.

IS AN FBA CONSIDERED AN EVALUATION?

- An FBA is generally understood to be an individualized evaluation of a child in accordance with IDEA (34 CFR §300.301 through 300.311) to assist in determining whether the child is, or continues to be, a child with a disability.
- The FBA process is frequently used to determine the nature and extent of the special education and related services that the child needs, including the need for BIP.

IS A PARENTAL CONSENT REQUIRED FOR A FBA?

• As with other individualized evaluation procedures, and consistent with IDEA (34 CFR §300.300(a) and (c)), parental consent **is required** for an FBA to be conducted as part of the initial evaluation or a reevaluation.

If an FBA is being completed for a student with a disability or a student with a 504 Plan, parental consent must be obtained.

If an FBA is being completed for a student who is not identified with a disability, a "selective screening" consent form should be completed prior to completing an FBA.

- Parental consent allows you to collect new data, but consent is not needed to initiate, design, and implement an intervention.
- <u>Without</u> a parent's consent, you can begin the FBA process by looking only at existing data. However, no new information can be collected.
- Although the BIP can be developed by using the existing data, the limited information obtained for the FBA may not identify the appropriate function of the behavior. As a result, the interventions in the BIP may not appropriately address the problem behavior.

• For situations in which parental consent is necessary, it should be attempted when initiating an FBA. If a parent does not consent, or if you have documented multiple failed attempts to reach a parent, no new information or data can be collected. However, if no new data is collected, the reason must be documented.

EXISTING DATA YOU ARE ALLOWED TO GATHER WITHOUT A PARENT'S CONSENT:

- Documents in the student's record review
 (I.E. attendance records, grades, citizenship, referral records, etc.)
- Teacher/Administrator Interviews
- Any functional assessment observations or parent/student interviews previously conducted, if they were completed to gather information on the current target behavior. If not, then these particular assessments must be conducted as part of the FBA and they are considered "new data".
- Any instrument you routinely use with ALL students (data collection or monitoring)

CONDUCTING A FBA

WHAT ARE THE COMPONENTS OF AN FBA?

• The process of conducting an FBA involves collecting assessment data to provide answers to the following questions:

What behavior do we want to change?

At what level does the target behavior exist (e.g., frequency, duration, etc.)?

What circumstances or events are likely to trigger the behavior?

Is the problem behavior influenced by certain events or conditions?

What function does the problem behavior serve?

What replacement behavior should be taught?

Is the problem behavior a performance deficit or a skill deficit?

4 STEP FBA PROCESS

STEP 1: IDENTIFY THE PROBLEM BEHAVIOR

• The team must pinpoint the behavior causing the problems.

<u>CONSIDER:</u>

- Objectively observe the student's behavior in different settings and during different types of activities
- •The teacher's expectations for the student (problem behaviors may stem from frustration, fear of embarrassment, or boredom)
- Whether a behavior relates to cultural differences or expectations

STEP 1: IDENTIFY THE PROBLEM BEHAVIOR

Once the behavior of interest is identified, the team must create a "behavioral definition". Behavioral Definition: a statement that specifies exactly what behavior to observe

When creating the behavior definitions, consider:

- specific terms that are easy to communicate and simple to measure and record
- precise definitions lead to accurate data collection, reliable measurement, and confidence in educational decision making so descriptive a stranger can observe and determine if the behavior is occurring or not

EXAMPLE DEFINITIONS

Bad	Better	Best
Brenda loses control.	Brenda cries and tantrums.	Brenda's tantrum is defined as crying, flopping to the floor, kicking, or pounding objects or fists on the floor.
Bob is disruptive.	Bob make inappropriate comments during class.	Bob curses, talks excessively, and delivers verbal insults to peers during class.

- Problem behavior can stem from a variety of causes, it is best to assess the behavior from many different angles
- It is essential that multiple sources of information be used to gather information about the behavior
- A poorly designed FBA relying only on interviews and record reviews may result in inaccurate assessment results, faulty hypotheses, and ineffective interventions

- It is important to incorporate various procedures for assessing behavior, which can include the following, but are not limited to:
 - A review of the student's records
 - Samples of academic products
 - Various observation procedures
 - Questionnaires
 - Interviews with parents
 - Interviews with teachers or school personnel
 - Interviews with students

- Gather information on most or all of the following circumstances:
 - Times when the behavior does/does not occur
 - Specific location of the behavior
 - Conditions when the behavior does/does not occur
 - Individuals present when the behavior is most/least likely to occur
 - Antecedents- events or conditions that occur before the behavior
 - Consequences- events or conditions that occur after the behavior
 - Common setting events
 - Other behaviors that are associated with the problem behavior

3 Types of categories of sources

- Indirect Functional Assessment Methods
- Functional Assessment Methods
- Experimental Functional Analysis

Indirect Functional Assessment Methods

- involve gathering information regarding antecedents and consequences and other critical variables indirectly through informants or records
- are often the first procedures used in a FBA because they allow the team to plan for more meaningful observations and to begin developing hypotheses about the function of behavior
- involve a variety of procedures including:
 - ~Record Reviews ~ Behavior Rating Scales or Questionnaires ~ ~Checklists or Assessment ~ Interviews~

http://interventioncentral.org/sites/default/files/pdfs/pdfs_interventions/rftassessment1.pdf

Jim Wright

Reinforcer Assessment Gr	id		1							
Reinforcer Assessment Grid (Wright, 2002) Student: Directions: Here are directions for using this grid to conduct a reinforcer assessment with developmentally delayed students (adapted from Berg, Wacker, & Steege, 1995): In the section Potential Reinforcers List, list items 1-6 that you selected as possible reinforcers for the student. Offer successive pairs of items to the student—following the presentation order that appears in section II, Pairing of Reinforcer Choices. Allow the child 5-10 seconds to select one of the two. If the student selects an item within the time limit, record the child's choice. If the child fails to choose before the time expires, remove the two reinforcer choices and mark 'No Choice'. Continue to present sets of two reinforcer choices to the child until all choices have been paired with one another (Section II: Pairing of Reinforcer Choices: left column). OPTIONAL: To increase your confidence in your assessment, readminister the items in the order listed in the right column of Section III: Pairing of Reinforcers.										
		tion III, Reinforcer Ass	sessment Results.							
I. Potential Reinfor Item 1:	rcers List									
Item 2:										
Item 3:										
Item 4:										
Item 5:										
Item 6:										
II. Pairing of Reinfo		(Optional)								
	resented on student's right		n presented on student's left							
Paring of items	Student Choice	Paring of items	Student Choice							
Item 3 & Item 6 Item 2 & Item 4	36No Choice 24No Choice	Item 2 & Item 6 Item 4 & Item 5	26No Choice 45No Choice							
Item 4 & Item 6	46No Choice	Item 1 & Item 4	14No Choice							
Item 1 & Item 3	13. No Choice	Item 1 & Item 6	16No Choice							
Item 2 & Item 5	25No Choice	Item 3 & Item 5	35No Choice							
Item 3 & Item 4	34No Choice	Item 5 & Item 6	56No Choice							
Item 1 & Item 5	15No Choice	Item 1 & Item 2	12No Choice							
Item 2 & Item 3	23No Choice	Item 2 & Item 3	23No Choice							
Item 1 & Item 2	12No Choice	Item 1 & Item 5	15No Choice							
Item 5 & Item 6	56No Choice	Item 3 & Item 4	34No Choice							
Item 3 & Item 5	35No Choice	Item 2 & Item 5	25No Choice							
Item 1 & Item 6 Item 1 & Item 4	16No Choice 14No Choice	Item 1 & Item 3 Item 4 & Item 6	13No Choice 46No Choice							
Item 4 & Item 5	45No Choice	Item 4 & Item 6	24No Choice							
	+DINO CHOICE	REIT Z OCHEIT 4	Z4INU UIIUIU							
Item 2 & Item 6	26No Choice	Item 3 & Item 6	36No Choice							

http://www.interventioncentral.org

Reinforcer Assessment Grid	2
III. Reinforcer Assessment Results	
Number of times item 1 selected / total number of choices including item 1 = (/)*100 =	_%
Number of times item 2 selected / total number of choices including item 2 = (/)*100 =	_%
Number of times item 3 selected / total number of choices including item 3 = (/)*100=	_%
Number of times item 4 selected / total number of choices including item 4 = (/)*100 =	_%
Number of times item 5 selected / total number of choices including item 5 = (/)*100 =	_%
Number of times item 6 selected / total number of choices including item 6 = (/)*100 =	_%
Reference: Berg, W.K., Wacker, D.P., & Steege, M.W. (1995). Best practices in assessment with persons who have severe or profound handicaps. In A. Thomas & J.Grimes (Eds.), Best practices in school psychology-III (3 rd ed., pp.805-816). Washington, DC: National Association of School Psychologists. NOTE: For a more complete description of how to conduct a forced-choice reinforcer assessmese: Wright, J. (2003). Forced-choice reinforcer assessment: Guidelines. Available on-line: http://www.interventioncentral.org/htmdocs/interventions/specialneeds/rftassessment.shtml	ent,

http://www.interventioncentral.org

Functional Assessment Observation Methods

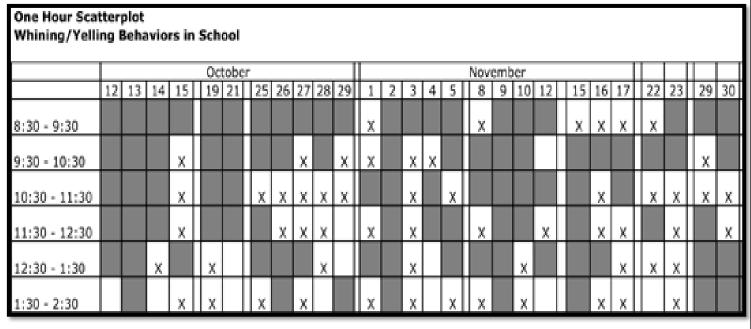
- are the most powerful tools in a school-based FBA
- consist of actually observing the problem behavior and describing the conditions that surround the behavior (its context- when & where it occurs)
- two most common methods:
 Antecedent-Behavior-Consequence (ABC) Analysis
 Scatterplot

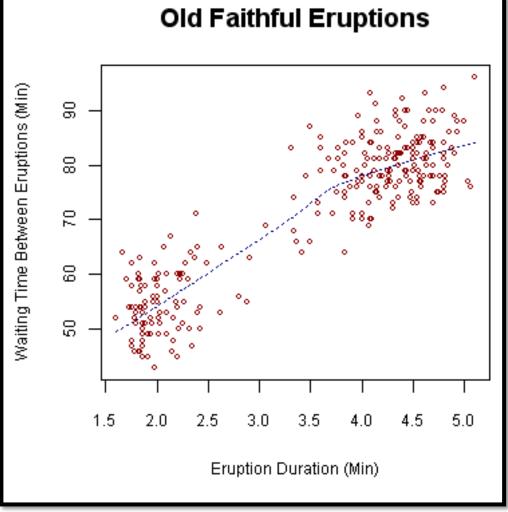
ABC (Antecedent, Behavior, Consequence) Chart Form

Date/Time	Activity	Antecedent	Behavior	Consequence
Date/Time when the behavior occurred	What activity was going on when the behavior occurred	What happened right before the behavior that may have triggered the behavior	What the behavior looked like	What happened after the behavior, or as a result of the behavior
Feb. 8 th ; 9:35 AM (*)	Math Class	Mrs. England was lecturing to the class	George put his head on the desk (*Possible setting event: George said he had not slept well the night before)	Mrs. England asked George to participate in the class
Feb. 8 th ; 9:38 AM (*)	Math Class	Mrs. England asked George to participate in class discussion	George ignored Mrs. England's requests and kept his head on the desk	After asking twice, Mrs. England gave up and ignored George
Feb. 8 th ; 2:40 PM (*)	In class free time to work quietly	Mrs. England was working on one-on- one tutoring with other students; Time was running out for Mrs. England to work with George	George began humming loudly	Mrs. England and peers ignored George
Feb. 8 th ; 2:55 PM (*)	In class free time to work quietly	George's study partner suggested to go over assigned math sheets	George said "No", and threw his book at his partner	George's study partner returned to his desk. Mrs. England told George that if he did this again he would be sent to the office
Feb. 9 th ; 9:40 AM	Math lecture	Mrs. England was lecturing to the class	George began humming loudly	Mrs. England and peers ignored George
Feb. 9 th ; 9:50 AM	Math lecture	Mrs. England called on George for a problem	George told a joke about religion	Peers laughed
Feb. 9 th ; 9:55 AM	Math lecture	Mrs. England insisted that George answer the question	George threw his book at Mrs. England	Mrs. England told George that she was very disappointed with him, and sent him to the office
Feb. 9 th ; 11:00 AM	Sent to see school counselor	The school counselor was asking several questions to George, trying to interact with him	George ignored the school counselor's questions, put his head on the desk, and remained this way the entire time he was there	After 15 minutes trying to get George to talk, the counselor sent George back to class
Feb. 9 th ; 2:45 PM	In class free time to work quietly	George was working alone	George began humming loudly	Mrs. England asked George to stop
Feb. 9 th ; 2:50 PM	In class free time to work quietly	Mrs. England asked George to stop humming several times	George stopped humming	No one said anything
Feb. 10 th ; 12:45 PM	Lunch time	George was eating lunch with his peers	George told several jokes about sex	Peers laughed
Feb. 10 th ; 12:50 PM	Lunch time	Peers stopped laughing at George's jokes and began ignoring him	George threw his lunch tray on the floor and walked away	Peers looked at him

ABC Chart

Date and Time	Antecedent	Behaviour	Emotion	Consequence
	What was happening	What exactly happened?	How did Sean feel? Do	What did you do? How
	before the incident? What	What did Sean do?	you think he was angry,	did you respond to the
	was everyone doing?		confused or anxious?	behaviour?
Example	Sean was playing in the	Liam ran off with the	I think he was quite	Told him not to hit Liam
17.05.08	garden with Liam	football and Sean hit him	angry and frustrated	and to apologise. When he
12.00pm				didn't apologise I sent him to his room.





Baseline Data:

- information gathered about the target behavior before a program begins
- It is used later to provide a comparison for assessing the success and progress of subsequent interventions
- The type of behavior, the behaviors strength/intensity, frequency, duration, or when and where the behavior occurs need to be considered when deciding on a data collection method

Who collects the data?

- Can be collected by anyone who is with the student frequently enough to be present when the behavior occurs
- Must be trained to identify the occurrence of the behavior and procedures for recording the behavior
- Must be able to record or document the occurrence of the behavior immediately

Which method should we use?

- Different recording methods are used to most effectively record relevant information about a behavior
- Unless the right dimension of the behavior is measured, the team may not be able to obtain an accurate representation of the behavior

Example:

A student exhibits tantrum behavior (screaming, throwing toys, and slamming doors), does the team want to know the <u>number of tantrums per day</u> (frequency), <u>how long the tantrums lasts</u> (duration), <u>or when the tantrums are occurring most often during the day</u> (scatterplot or interval)?

Common behavioral data collection methods are:

- Frequency
- Rate
- Duration
- Intervals
- Opportunities
- Latency
- Time Sampling
- Permanent Product
- ABC Analysis
- Scatterplot

NOTE:

The data collection method used during baseline will also need to be used as an evaluation tool in the BIP to determine the effectiveness of the intervention!

Student: Jeff

Ве	ehavior Date																			
Disruption	>20 times 15-19times 10-14 times 5-9 times <5 times	5 4 3 2 1																		
Task Engagement	>85% 65-84% 45-64% 25-44% <25%	5 4 3 2 1																		
Independent Work Completion	75-100% 60-74% 40-59% 20-39% <20%	5 4 3 2 1																		

KEY:

<u>Disruption</u>: Definition—tapping pencil on desk, talk outs without raising hand and not on topic, tapping person's shoulder seated next to him, out of seat, sharpening his pencil). Rate your perception of Jeff's disruptive behavior over the entire day using the key: 5= Terrible day (20 or more times in a day); 4= Bad day (15-19 times; 3 = So-so day (10-14 times); 2= Good day (5-9 times); 1= fantastic day (less than 5 times)

Task Engagement. Definition: (whole group active involvement, hands quiet, listening to the teacher; independent work time-pencil moving, hand raised to ask question; letting peers work): Rate your perception of Jeff's engaged behavior over the academic day using the key: 5 = Fantastic Day (more than 85% engaged); 4 = Good day (65-84%); 3 = So-so day (45-64%); 2 = Bad day (25-44%); 1 = Terrible day (<25%).

Independent Work Completion (completed assigned activity within timeline):

Rate your perception of Jeff's independent work completion over the academic day using the key: 5 = Fantastic Day(75-100% of work completed); 4 = Good day(65-74%); 3 = So-so day(40-59%); 2 = Bad day(20-39%); 1 = Terrible day(<20%).

Behavior Rating Scale ~ PTR IBRST

Behavior													
Screaming	9+ times	5	5	5	5	5	5	5	5	5	5	5	5
	7-8 times	4	4	4	4	4	4	4	4	4	4	4	4
	5-6 times	3	3	3	3	3	3	3	3	3	3	3	3
	3-4 times	2	2	2	2	2	2	2	2	2	2	2	2
	0-2 times	1	1	1	1	1	1	1	1	1	1	1	1
Hitting	8+ times	5	5	5	5	5	5	5	5	5	5	5	5
	6-7 times	4	4	4	4	4	4	4	4	4	4	4	4
	4-5 times	3	3	3	3	3	3	3	3	3	3	3	3
	2-3 times	2	2	2	2	2	2	2	2	2	2	2	2
	0-1 times	1	1	1	1	1	1	1	1	1	1	1	1
Expressing	40%+	5	5	5	5	5	5	5	5	5	5	5	5
Frustration	30-40%	4	4	4	4	4	4	4	4	4	4	4	4
	20-30%	3	3	3	3	3	3	3	3	3	3	3	3
	10-20%	2	2	2	2	2	2	2	2	2	2	2	2
	0-10%	1	1	1	1	1	1	1	1	1	1	1	1
Transition to Non-	Whimper or squeal	5	5	5	5	5	5	5	5	5	5	5	5
preferred	Louder than indoor voice	4	4	4	4	4	4	4	4	4	4	4	4
·	Outdoor play voice	3	3	3	3	3	3	3	3	3	3	3	3
	Louder than outdoor play	2	2	2	2	2	2	2	2	2	2	2	2
	Ear penetrating	1	1	1	1	1	1	1	1	1	1	1	1

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Та	rget Behavior	11/19/12	11/26/12	11/29/12	11/30/12	12/3/12	12/4/12	12/5/12	12/14/12	12/17/12										
Crying 11:30-12:30	Continuous scream 9-10 episodes 4-8 episodes 2-3 episodes 0-1 episodes	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Crying 12,30-1:30	Continuous scream 9-10 episodes 4-8 episodes 2-3 episodes 0-1 episode	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 <mark>2</mark> 1	5 4 3 2 1												
Crying 1:30-2:30	Continuous scream 9-10 episodes 4-8 episodes 2-3 episodes 0-1 episodes	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Crying 2:30-3:30	Continuous scream 9-10 episodes 4-8 episodes 2-3 episodes 0-1 episodes	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
Crying Arrival	Continuous100% Latency 100% Ongoing 50-99% Some crying <50% No crying (0%)	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

STEP 3: SUMMARIZE ASSESSMENT DATA

After the data has been collected, compare and analyze the information

- Are there any patterns of behavior?
- What are the student's strengths/skills?
- Are there any settings events issues/concerns?
- What are the "triggers" (antecedents)?
- What are the consequences?
- What previous interventions have been tried?
- What are the student's preferences?

STEP 4:FORMULATE SUMMARY STATEMENTS

Once the team has identified the behavior and gathered data about when, where, and how it is demonstrated, the team MUST determine "WHY" the behavior may occurring

Two ways to categorize why a behavior is occurring:

determine the function or "pay-off"

OR

determine the type of deficit

The Student GAINS (GETS)... The Student AVOIDS or ESCAPES... **Attention from Adults/Teachers** Attention from Adults/Teachers **Attentions from Peers** Attention from Peers **Desired Items** Non-preferred Activities **Preferred Activities or Privileges** Instructional Tasks **Control Over Others/Situations** Non-preferred Setting **Sensory Stimulation** Non-preferred Social Interactions **Transitions** Aversive Physical Sensations Sensory Stimulation (Reduction)

LET'S LOOK AT SOME EXAMPLES...

THE STUDENT GAINS (GETS)...

• Attention (from teacher or peers): Attention can include talking, physical contact, eye contact, or nearly anything that acknowledges the student's presence. The attention does not necessarily need to be positive attention to serve as a reinforcer. For many students, any attention at all, even harsh or negative attention, serves to maintain the problem behavior. In addition, attention from adults can be very different than attention from peer groups. Some students will value the attention of peer groups more than adults. It can often be a way for the student to gain peer acceptance.

THE STUDENT GAINS (GETS)...

• <u>Desired Items, Preferred Activities, & Privileges</u>: The student's behavior is occurring in order to get access to something that they want. This can include desired items (e.g., food, money, personal belongings), activities (e.g., hanging out with friends, playing on computer, toys), or privileges (e.g., line leader, sitting at a special lunch table, taking materials to the office). This type of behavioral function can be witnessed best at a supermarket when a child is screaming and crying for candy. When the parent gives the child the candy in order to quiet the child, the behavior results in the "payoff" and the child gains access to the desired item. In school, challenging behavior that serves this function can often occur when a desired activity is terminated or when a student is told "no".

THE STUDENT GAINS (GETS)...

- <u>Control over Others/Situations</u>: The student's behavior is occurring in order to gain control over certain interaction with someone else or to have control over their environment. This may be the case in situations when a child is engaging in a verbal power struggle with a teacher or peer. Although not always the case, it may also be the function when a child is defiant and refuses to do anything that a teacher or adult requests.
- <u>Sensory Stimulation (Input)</u>: The student's behavior is occurring in order to obtain sensory feedback, such as tactile, auditory, smell, taste, or visual. The sensory input produced by one's behavior can be reinforcing to that student, even though we may not be able to observe the reason why.

THE STUDENT AVOIDS OR ESCAPES (GET OUT OF)...

- Attention (from teacher or peers): The student's behavior is occurring to avoid or escape attention from others
- <u>Non-preferred Activities or Tasks</u>: The student's behavior is occurring in order to avoid or escape a certain task that may be boring, repetitive, difficult, or frustrating
- <u>Aversive Physical Sensations</u>: The student's behavior is occurring to escape or avoid unpleasant physical sensations, such as heat, fatigue, illness, restlessness, boredom, or pain

THE STUDENT AVOIDS OR ESCAPES (GET OUT OF)...

• <u>Non-preferred Settings or Social Interactions</u>: The student's behavior is occurring to avoid or escape a certain setting, such as the lunchroom or bathroom. In addition, students may perceive social interactions with others as aversive. They may not like physical contact or they may feel uncomfortable in social situations. Some students engage in behavior to escape people with whom they are unable to cope.

THE STUDENT AVOIDS OR ESCAPES (GET OUT OF)...

- <u>Transitions</u>: The student's behavior is occurring in order to <u>avoid transitioning</u> to <u>another activity or setting</u>. Often times, students will engage in challenging behavior when they are faced with a situation that requires them to switch activities. Transitions may produce challenging behavior because they have to leave a preferred activity and go to a non-preferred activity. Some students respond negatively to transitions when they are not in the normal routine or if they are unscheduled transitions. The transition might also produce anxiety, depending upon what may be occurring in the environment during the transition.
- <u>Sensory Stimulation (Reduction):</u> The student's behavior is occurring to escape or avoid unpleasant sensory stimulation

IS IT SKILL DEFICIT OR PERFORMANCE DEFICIT?

When assessing behavior, the team must not always assume that a student exhibits a behavior by choice (i.e., the student does the behavior even though they know better).

The student may or may not be aware that there are appropriate, alternative ways to get the same "pay-off".

When determining why a behavior occurs, the team must consider whether the behavior relates to either a skill deficit, a performance deficit, or both.

IS IT A SKILL DEFICIT OR PERFORMANCE DEFICIT?

The team must consider if it is likely that the student "can't" behave differently because he or she does not know differently, or if he or she does know differently and just "won't".

Usually, "can't" indicates a skill deficit and "won't" indicates a performance deficit.

HYPOTHESIS STATEMENT

- Based on the information from the assessment, the team can establish a hypothesis regarding the function of the behavior is question.
- The **hypothesis statement** predicts the general conditions under which the behavior is most and least likely to occur (antecedents), as well as the consequences that serve to maintain it.

HYPOTHESIS STATEMENT

For example, if Heather yells out during instruction, an FBA might reveal that the function of the behavior is to gain attention (e.g., verbal approval of peers), avoid an instructional task (e.g., difficult assignment), or both.

A hypothesis is formed by using the following format:

When... ...the student... ...in order to...

(describe antecedents) (describe target behavior) (describe the function/ "pay-off")

Based on the information obtained during the FBA for Heather, the team may propose the following hypothesis:

"When the teacher is providing instruction, Heather will yell out during class in order to gain peer attention."

THE BIP PROCESS



PURPOSE OF **BIP**

- The use of positive, proactive interventions tend to be more effective and efficient than the traditional and reactive method of attempting to eliminate problem behaviors.
- Proactive, positive intervention plans that teach new ways of behaving, on the other hand, will address both the source of the problem, by serving the same function, and the problem itself.
- Knowing what compels a student to engage in a particular behavior is integral to the development of effective, individualized BIP's and supports.

PURPOSE OF **BIP**

- There should always be a logical connection between the information that was gathered and analyzed during the assessment process (FBA) and the development of BIP.
- The development of effective BIP's that are positive in nature (i.e., proactive and educative) relies upon data collected during the FBA process.

PURPOSE OF **BIP**

- BIP's are effective when they produce meaningful outcomes resulting in:
 - Increases in the acquisition and use of new appropriate, replacement skills
 - Decreases in problem behavior
 - General improvements in the quality of life of the individual

- Comprehensive and effective BIP's have the following characteristics:
 - Hypothesis-driven address the function of the student's behavior
 - Student-centered respect personal preferences and the goals are tailored to the student's typical daily routine
 - Consist of multiple intervention or support strategies including prevention, teaching, reinforcement, and disciplinary components

WHEN SHOULD YOU DEVELOP A BIP?

- A BIP should be completed when a student's behavior is sufficiently
 disruptive that it interferes with his or her learning or the learning of others.
- It should be developed only if a current FBA exists on the target behavior and baseline data is collected.

- The process to identifying positive behavioral supports and developing and implementing a BIP is legally required under certain circumstances for students with exceptionalities.
- IDEA requires the team to consider positive behavior interventions and strategies to reduce problem behavior and to teach appropriate behavior.

What is the relationship between the BIP and the IEP?

- In cases involving a student with a disability, documentation of a BIP must be included in the student's IEP.
- In addition, the IEP should indicate that the student's behavior interferes with the learning of the student or others.
- Behavioral goals should be developed and reflect the target and replacement behaviors in the BIP.
- If behavioral goals are already created, they should be reviewed to determine if they address the behaviors in the BIP.

Is it really important that the BIP be implemented as indicated on the IEP?

- It is not enough merely to have documented that BIP was designed. If school-based teams do not implement the intervention and supports and do not have evidence indicating that they have done so, they are guilty of failing to provide a "free and appropriate public education" (FAPE).
- FAPE is one of the cornerstones of the original IDEA and stresses that education must be individualized to meet the unique needs and challenges of the student with a disability.

What about changes in placement?
Is a BIP needed before a change of placement occurs?

- A valid FBA and BIP are needed prior to moving a child to a more restrictive placement.
- Before a district wishes to move a student to a more restrictive setting,
 BIPs that have been revised and monitored are important elements that should support the district's decision.

Is a BIP only for students with disabilities?

- "All students" can benefit from the use of consistent BIP and supports.
- Like the FBA, a BIP is strongly recommended for any student whose behavior regularly interferes with their learning or the learning of others – and preferably be done before the behavior requires disciplinary actions.

Who should participate in implementing a BIP?

- The development of the BIP occurs as a result of a team process and subsequently becomes an integral part of the student's IEP
- Developing an appropriate BIP requires collaborative effort for a successful outcome, including the classroom teacher(s), administrative support, parent/guardian, student (if appropriate), and others who know the student best and who will be involved with the implementation of the plan.

Who should participate in implementing a BIP?

- Persons responsible for implementing the BIP will vary according to the student's needs and the supports available at the school.
- When developing the BIP, the team will determine the persons responsible for implementing and monitoring the BIP.

Why is it important that we collect data?

- The purpose of collecting data is to determine if progress is being made to increase the replacement behavior and to decrease the target behavior.
- When the team collects data documenting the occurrence or non-occurrence of the behaviors, the team can make data-based decisions regarding the effectiveness of interventions and supports. The use of data also promotes consistent communication to all parties involved (e.g., school and home) on the progress of the interventions, rather than relying on verbal reports and subjective opinions.
- Only with data can the team accurately assess and document progress with the PBIP and determine if more supports are necessary.

How often should we review the BIP?

- The BIP should be reviewed and such documented at minimum the same rate as do school district progress reports to ensure that the strategies that are in place are appropriate and that the student is making progress.
- However, data can be reviewed or the team can meet at any time to determine the student's progress.
- The progress report requires the team to summarize and graph daily data, determine progress or lack of progress with the target and replacement behavior, and determine an action to take to ensure continued success or to promote behavioral success.

How often should we review the BIP?

• The BIP may also need to be reviewed and possibly modified if such things occur, such as a setting change, change in staff, or the emergence of a more disruptive behavior.

DEVELOPING A BIP



The BIPs should not include single interventions, but a combination of multiple interventions based on the student, teacher, and environmental needs.

Interventions **should not** be designed based on the type of behavior (e.g., aggression), but should differ depending on the motivation behind the behavior.

The following components should be addressed within each BIP:

- Prevention Strategies
- Teaching Appropriate Behavior
- Increasing Appropriate Behavior
- Decreasing Inappropriate Behavior
- Crisis Plan
- Progress Monitoring
- Implementation and Support

EXAMPLES OF FUNCTION-BASED INTERVENTIONS

If a student's behavior functions to **seek attention**, the interventions may include:

- Teaching the student appropriate ways to get attention
- Systematically teaching the student to tolerate longer and longer wait times to get attention
- Giving teacher attention following appropriate behavior
- Withholding attention following inappropriate behavior

EXAMPLES OF FUNCTION-BASED INTERVENTIONS

If a student's behavior functions to **escape** a difficult academic task, the interventions may include:

- Teaching the student to use socially acceptable escape behavior
- Providing assignments within the student's skill level
- Provide strategies and supports to assist the student
- Reinforcing when the student gradually spends more time on the undesirable task

SKILL DEFICIT

An FBA may indicate that the student engages in the problem behavior because:

- 1) he or she lacks the appropriate skills
- 2) he or she lacks appropriate, alternative skills and truly believes this behavior is effective in getting what he or she wants or needs

PERFORMANCE DEFICIT

An FBA may indicate that the student knows the skills necessary to perform the behavior, but does not consistently use them.

The intervention plan should include techniques, strategies, and supports designed to increase motivation to perform the skills.

SELECTING APPROPRIATE INTERVENTIONS

<u>Prevention Strategies:</u> These strategies typically involve manipulating identified antecedents ("triggers") and setting events.

- Avoiding or eliminating certain triggers –
- Adjust the structure –
- Modify the curriculum/task/instruction –
- Make environmental modifications –
- Design social supports –
- Use specialized equipment or materials –

SELECTING APPROPRIATE INTERVENTIONS

<u>Teaching Appropriate Behavior with Replacement Behaviors</u>

REPLACEMENT BEHAVIOR: A behavior that is either compatible to the target behavior or will serve the same purpose (function) as the target behavior, but in a more appropriate way.

Examples of replacement behaviors that serve the same function as the problem behavior:

- Ways to seek teacher attention through non-verbal signals
- Teaching the student to communicate "I need help" to replace tearing up assignments
- Teaching the student to initiate social interactions ("Play with me") to replace teasing peers

Examples of replacement behaviors that are incompatible to the problem behavior:

- Instead of lying on the floor, an incompatible behavior would be sitting in a chair.
- Giving a student something to hold or do with his hands so that it is not possible to hit himself in the face at the same time.

REPLACEMENT BEHAVIOR

A replacement behavior should be determined by using the following format:

Rather than ... I want this student to ... in order to...

(describe the target (describe the replacement (describe the function/ target behavior) behavior) (describe the function/ target

Example: Based on the hypothesis for Heather (above), Heather's team might identify the following replacement behavior:

"Rather than yell out during class, I want Heather to participate in a group instruction by raising her hand in order to gain peer attention appropriately."

WHAT REPLACEMENT BEHAVIORS WILL WE TEACH THE STUDENT?

- A BIP should be designed to teach the student a more acceptable behavior that replaces the inappropriate behavior, yet serves the same function.
- Care should be given to select a behavior that likely will be elicited by and reinforced in the natural environment. For example, using appropriate problem-solving skills on the playground will help the student stay out of the principal's office.

WHEN SHOULD THE STUDENT USE THE REPLACEMENT BEHAVIOR?

- The team should list examples of situations when the use of the replacement behavior is appropriate.
- If the behavior is to seek teacher attention and the replacement behavior is raising a hand, the team may list examples such as anytime he:
 - 1) has a question
 - 2) needs help
 - 3) wants to tell the teacher something
 - 4) needs to use the restroom

SELECTING APPROPRIATE INTERVENTIONS

<u>Decreasing Inappropriate Behavior:</u>

Examples of interventions or consequences to inappropriate behavior:

- Modify the environment and/or use proximity management
- Ignore occurrences of problem behavior and attend to the appropriate behavior of other students
- Prompt or redirect each occurrence of the behavior
- Apply a structures consequence for the inappropriate behavior
- Implement a problem-solving or reflection activity
- Implement a level system including a hierarchy of consequences for inappropriate behavior

SELECTING APPROPRIATE INTERVENTIONS

Crisis Plans:

- If the student's behavior is severe enough to cause harm to themselves or others, a crisis plan should be written in to the BIP to address a severe or dangerous situation. The team is still required to implement proactive and positive interventions to continue to teach the student alternative skills, even in the midst of a crisis. A crisis plan is only appropriate if less intrusive or restrictive interventions have been unsuccessful.
- The teams should spell out the conditions under which a crisis plan should be used. This
 plan should also include the exact procedures that participating team members should
 use if these conditions occur.

Example...

MONITORING PROGRESS

DATA SUMMARY AND ANALYSIS

- The following are different methods for graphing behavioral data:
 - Microsoft Excel
 - Graphing paper by hand
 - Free on-line graphing websites
 - Chart Dog: http://www.jimwrightonline.com/php/chartdog.2 0/chartdog.php
 - Create a Graph: http://nces.ed.gov/nceskids/createagraph/

COMPLETING PROGRESS REPORTS

The BIP may need to be reviewed and possibly modified if any of the following circumstances occur:

- The student has reached his or her behavioral goals and objectives and new goals and objectives need to be established
- The "situation" has changed and the interventions no longer address the current needs of the student
- A more disruptive behavior has emerged
- There is a change of placement (different class or school)
- There is a change in staff
- It is clear that the original BIP is not producing positive changes in the student's behavior.

COMPLETING PROGRESS REPORTS

<u>Determining Progress</u> - Progress can be described best by the following five levels:

- 1) Behavioral data do not indicate improvement. Revisions are needed.
- 2) Behavioral data do not indicate improvement. More time is needed.
- 3) Behavioral data indicate minimal improvement.
- 4) Behavioral data indicate improvement.
- 5) Behavioral data meets desired outcome/goal.

MAKING DATA-BASED DECISIONS

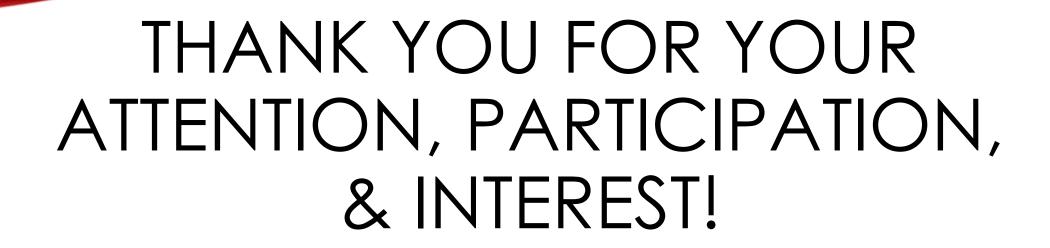
Once progress is assessed, the team must determine if any changes need to occur in the student's behavioral supports. The team should only make decisions that are guided by data and the level of progress towards the desired outcome/goal.

The following are actions that can be taken by the team to better support the student and BIP:

- Continue Plan as Written
- Review FBA
- Revise Current Intervention(s)
- Add Intervention(s)
- Remove Intervention(s)
- Fade Out Intervention(s)
- Discontinue Plan

MATERIALS FOR THIS PRESENTATION WERE TAKEN FROM THE FUNCTIONAL BEHAVIORAL ASSESSMENTS & POSITIVE BEHAVIOR INTERVENTION PLANS GUIDE

THIS RESOURCE CAN BE FOUND ON THE NDDPI WEBSITE



~Please remember to fill out & hand in your evaluation~